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ABSTRACT

This booklet is intended to facilitate communication between student teachers and cooperating teachers, and it may also be used for general guidelines during the student teaching experience. Part 1, which is for cooperating teachers, contains three sections: (1) overview of student teaching phases; (2) cooperating teachers' activity checklist; and (3) a sample recommendation letter. Part 2, which is for student teachers, includes: (1) overview of student teaching phases; (2) observing experienced teachers; (3) recording your observations; (4) three sample observation instruments; (5) student teachers' checklist; and (6) suggestions for student teachers. (JMK)

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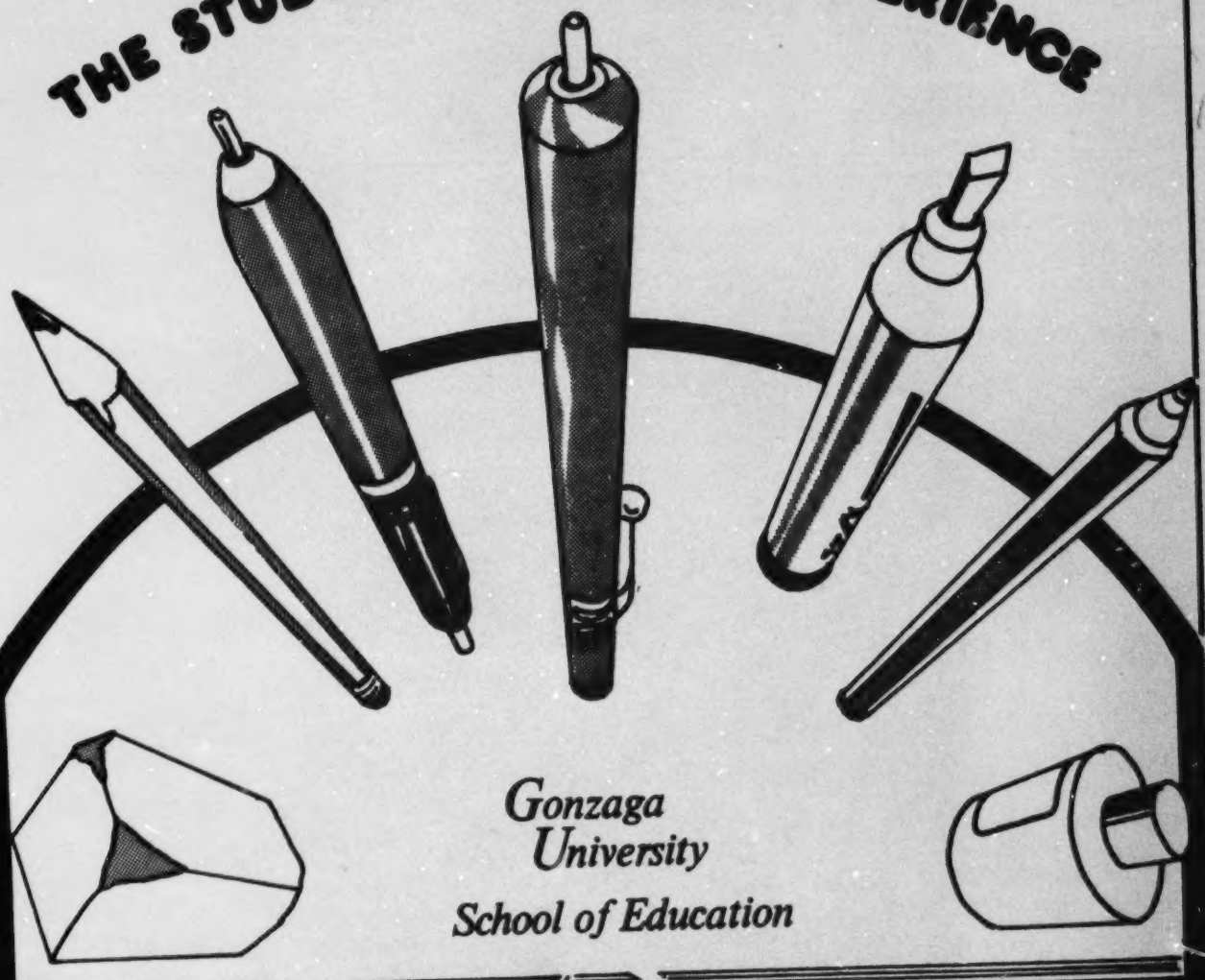
HANDBOOK

THE STUDENT TEACHING EXPERIENCE



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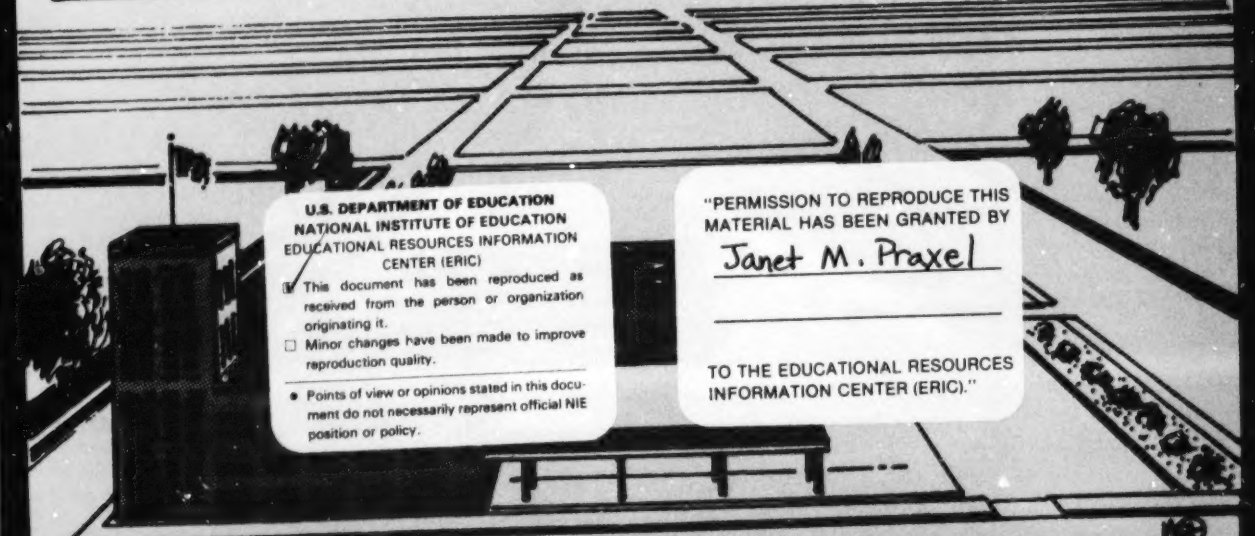

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HANDBOOK

THE STUDENT TEACHING EXPERIENCE

prepared by

GONZAGA UNIVERSITY

1983

The purpose of this booklet is to facilitate communication between student teachers and cooperating teachers. It may be used for general guidelines during the student teaching experience.

Please note that for ease in reading, teachers and students are referred to in the plural form.

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This handbook was produced in cooperation with the Gonzaga University Department of Teacher Education faculty, under the auspice of the Dean's Grant Project #029AH20708, Handicapped Personnel Preparation Program (Regular Education Preservice).

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PART ONE

FOR COOPERATING TEACHERS

OVERVIEW OF STUDENT TEACHING PHASES

It is recommended that the cooperating teachers and the student teachers decide together the schedule for assumption of responsibility by the student teachers. The following things should occur at approximately the time period mentioned.

INITIAL PHASE (1 week)

During the first week in the school the student teachers will:

A. Tour the building and become familiar with school policies and procedures by reading the faculty and student handbooks

B. Become familiar with the curriculum and get copies of available materials for classes to be taught

C. Decide on schedule of classes or subjects to teach and observe, and spend time observing using the forms on pages 10-12

D. Begin short- and long-term planning

E. Study students' work and records and become familiar with the cooperating teachers' grading procedures

F. Get acquainted with students, try to learn their names

G. Assist the teachers in classroom tasks, especially hands-on activities, e.g., tutoring, working with small groups, assisting cooperating teachers with demonstrations, supervising recess, and distributing and collecting papers

MIDDLE PHASE (6-8 weeks)

During the bulk of the time in the classroom, the student teachers should assume responsibility gradually and then, for a minimum of two weeks, assume complete responsibility for all classes. During this middle phase the student teachers will:

A. Add to teaching loads one subject at a time, checking out all plans with the cooperating teachers

B. Assume complete responsibility for at least two weeks

CULMINATING PHASE (1 week)

During the final week the student teachers will:

A. Finish units of study

B. Gradually return classes to the cooperating teachers

C. Complete observations in classes other than those which have been assigned, including observations in other schools

COOPERATING TEACHERS' ACTIVITY CHECK LIST

It is generally agreed that cooperating teachers play highly important roles in teacher education. To help make the student teaching experience a rewarding one for all concerned, the following check list may be helpful. <u>These are merely suggestions - not requirements!</u>

1. Prepare for your student teachers' arrival by:

___(a) Carefully examining the personal information sheets
___(b) Preparing long range plans which will provide needed experience for the student teachers
___(c) Creating an atmosphere of acceptance by your classes

2. Orient your student teachers to classroom routines and instructional procedures by:

___(a) Discussing their involvement in the teaching situation in your school
___(b) Informing them about procedures for securing materials and equipment
___(c) Acquainting them with student and teacher handbooks regarding student rights, time schedules, policies concerning use of library and cafeteria facilities, and procedures relative to discipline and emergency situations
___(d) Guiding their observations of learning situations in your classes and the classes of other teachers
___(e) Sharing with them your philosophies of classroom management

3. Provide the student teachers an opportunity to become acquainted with the entire school program by visiting:

___(a) Principal
___(b) Vice Principal
___(c) Counselors
___(d) Special Services, i.e., health services, resource rooms, speech therapist, reading specialist
___(e) Office Staff
___(f) Other classrooms to observe varying techniques **

4. Provide for the student teachers' assumption of full responsibility by giving them a chance to do some of the following:

___(a) Tutoring
___(b) Leading small groups
___(c) Assisting in giving assignments and explanations
___(d) Reviewing and evaluating lesson plans
___(e) Planning and developing units and lesson plans
___(f) Selecting audio-visual materials and operative machines
___(g) Preparing bulletin boards or displays
___(h) Doing some paper work i.e., marking tests, checking papers

5. Attempt to develop rapport with your student teachers by:

___(a) Accepting them as co-workers
___(b) Observing them without disturbing the learning situation
___(c) Commending them whenever improvement is shown
___(d) Respecting their individuality
___(e) Offering suggestions in a spirit of helpfulness
___(f) Offering criticisms in absolute privacy
___(g) Asking them for comments and suggestions

6. Provide your student teachers with opportunities for professional growth by:

___(a) Requiring them to attend staff meetings and planning sessions
___(b) Inviting them to attend professional association meetings
___(c) Acquainting them with pertinent professional literature

7. Evaluate your student teachers' performance by:

___(a) Observing their teaching and conferring with them frequently - immediately following your observations when possible
___(b) Assessing their ability to self-analyze performance and suggesting solutions to problems they face
___(c) Using an evaluative instrument provided by the college
___(d) Participating in a midterm conference and review board in which you share your evaluations

** The student teachers have a section of this booklet devoted to methods of observation. (p.p. 10-12)

SAMPLE RECOMMENDATION LETTER

This letter includes some of the important things to remember when you are called upon to write a letter of recommendation for your student teacher.

written while experience is fresh

individualizes: gives personal impression of Mary

Fairfax Elementary School

Fairfax Elementary
May 6, 1982

Dear Persons,

Mary Parker has just completed a ten-week student teaching experience in my classroom. Mary is an intelligent, mature young woman who engages children quickly with her friendly, interested manner.

Mary effectively took over responsibility for 30 second graders in my self-contained classroom. She taught all subject areas, developed learning centers for math and science, and initiated an after-school puppet club and whole-school newspaper. Mary worked well with our established curriculum and embellisned her instruction with visual aids and media.

Working very hard to develop individualized plans for low performers, Mary was successful in improving reading levels in several children who have had difficulty. She drew on her background in psychology and behavior management to motivate all the children in the class.

Mary was always professionally dressed, communicated well with other faculty, organized instructional activities in a very effective manner, and developed warm relationships with the students.

In my opinion, Mary will be a very good teacher and will continue to improve her knowledge base and refine her teaching strategies.

Sincerely,

Marjorie Dickinson

Marjorie Dickinson
Second Grade Teacher
Fairfax Elementary

rapport with student

level/setting

direct examples from experience

technical skills

summary of assets

predict future

state when using opinion

PART TWO

FOR STUDENT TEACHERS

Student teaching is a culminating experience in your education program at Gonzaga University. Under the guidance of your cooperating teacher and your university supervisor, you complete the final phase in becoming a teacher, refining the skills and attitudes that will initiate a teaching career.

Hopefully, this will be a winning proposition for all involved. This booklet is designed for your use before and after the student teaching experience. Read it carefully and discuss any questions you may have with your university supervisor.

OVERVIEW OF STUDENT TEACHING PHASES

It is recommended that the cooperating teachers and student teachers decide together the schedule for assumption of responsibilities by the student teachers. It is the student teachers' responsibility to check out all plans with the cooperating teachers in advance. The following guidelines are offered:

INITIAL PHASE (1 week)

A. Tour the building and become familiar with school policies and procedures by reading student and faculty handbooks

B. Become familiar with the curriculum and get copies of available materials for classes to be taught

C. Decide on schedule of classes or subjects to teach and observe, using observation forms on pages 10-12

D. Begin short- and long-term planning

E. Study students' work and records and become familiar with the teachers' grading procedures

F. Discuss cooperating teachers' philosophies of classroom management

G. Get acquainted with students and try to learn their names

H. Assist the teachers in classroom tasks, e.g., tutoring, working with small groups, supervising recess, distributing and collecting papers, administering tests, creating displays, leading demonstrations

I. Begin teaching in one class

MIDDLE PHASE (6-8 weeks)

A. Add to your teaching loads one subject at a time

B. Assume complete responsibility for at least two weeks

CULMINATING PHASE (1 week)

A. Finish the units of study

B. Gradually return classes to the cooperating teachers

C. Complete observations in classes other than those which have been assigned, including observations in other schools (Refer to the observation section on pages 10-12 in this booklet)

OBSERVING EXPERIENCED TEACHERS **

As student teachers you should plan to observe various classroom situations. The following three pages give you some organized methods of observation.

What to look for in the classrooms you are observing:

A. Schedule of Activities
   1. How the school day begins
      a. Teacher preparation
      b. Student entry and preparation for work
      c. Opening exercises
      d. Transition to learning activities
   2. Schedule for regular and special instruction
   3. Recess or rest periods

B. The Character of Instruction
   1. Teaching Style
      a. Instructional grouping strategies
      b. Instructional techniques and modes of delivery
   2. Types of instructional tools and materials for teachers and pupils
   3. Lesson content
   4. Frequency and types of pupil evaluations

C. Classroom Organization
   1. Regular seating arrangements and special instructional areas
   2. Storage of supplies and personal belongings
   3. Lesson plans, class schedule

D. Classroom Management
   1. Special signals for controlling pupil behavior
   2. Discipline procedures
   3. Distribution and use of materials
   4. Handling of completed work products
   5. Procedures for students leaving the classroom as individuals and in groups
   6. Classroom maintenance
   7. Motivation techniques

E. Classroom Norms
   1. Acceptable student work standards, movement, talk, and off-task behavior
   2. Nature of teacher-student and student-student relationships
   3. Procedures for getting individual assistance
   4. Homework practices

F. Classroom Rituals
   1. Homeroom periods
   2. Show and tell, story telling, and story reading
   3. Birthdays, daily snacks
   4. Sharpening pencils

G. Questioning Techniques
   1. Teacher response to correct answers
   2. Teacher response to wrong answers
   3. Type of questions asked

** refer to page 12

FOR RECORDING YOUR OBSERVATION **

There are many important recording skills. You may feel comfortable varying your technique depending on what you are looking for. For example, verbatim recording and coding are useful to get a total picture of what is going on and tallying may be appropriate when you want to show the number of times a teacher has to stop to discipline the students.

The following techniques may be used:

Verbatim Recording:	Word-for-word accounts of targeted events are recorded. You will need to use coding combined with this technique.
Anecdotal Recording:	Short, ordered narratives of events are written. This may involve instances of verbatim recording.
Timing:	A watch is used to determine the exact times certain behaviors or events occur. These times are recorded as part of the data. This can also be combined with other techniques - e.g., writing the time on the left border of your verbatim recording or listing.
Tallying:	Tally marks are made to note the frequency of a behavior or event.
Listing:	One- or two-word descriptors are jotted down for each behavior to point up patterns, variety, consistencies, and inconsistencies.
Coding:	Abbreviations, initials, and other such shortcuts are used to speed up recording detailed events.
Combined Techniques:	A combination of two or more of the above skills is used to document events and behavior.

You may want to enter the classroom with specific things from the list on page 10 that you plan to observe. For example, one hour long observation could be used to observe and record the teacher's classroom organization and classroom management. Try to be as accurate and unbiased as possible in your recording. You are merely observing what is going on in the classrooms for your benefit, not criticizing the teachers' techniques. Make sure to schedule in advance these observations with the teachers and make it clear to them that you are looking at the techniques they use to become effective teachers.

** refer to page 12

THREE SAMPLE OBSERVATION PROCEDURES **

INSTRUMENT FOR OBSERVING A SCHEDULE OF CLASSROOM ACTIVITIES

Grade Level: Teacher:
Room Number: Number of Children:

A SCHEDULE FOR CLASSROOM ACTIVITIES

Activity #1
Title of Activity: _____
Beginning Time: ___ Ending Time: __ Total Time: _____
Grouping Arrangement(s) _____
Teacher's Role _____
Pupils' Roles _____
Instructional aids _____
Comments _____

OBSERVATION INSTRUMENT FOR CONTROLS OF PUPIL BEHAVIOR

Make a tally by each item for a limited amount of time.

Controls for Individual Pupils
1. Called student's name
2. Purposefully attended to other students
3. Asked student to leave
4. Reasoned with student
5. Redirected behavior
6. Referred to another student model
7. Referred student to principal
8. Held private conference
9. Other

Group Controls
1. Addressed the group (e.g., "Boys and Girls!" "Class!")
2. Stopped all activity
3. Provided additional tasks
4. Turned off lights
5. Took away privileges
6. Called individuals by name
7. Clapped to get attention
8. Sh-h-h
9. Motioned with hands
10 Other

SAMPLE INSTRUMENTS FOR OBSERVING QUESTIONING PATTERNS

Questioning Strategies

1. Probes for more information
2. Probes for justification
3. Redirects question
4. Extends question

List questions and classify them as 1, 2, 3, or 4.

Record Verbatim Questions
(for example)
Who are the main characters in the story?
What did Jane say to Ray?
When did the children decide to tell Jim the story?
Where did the story take place?

** Adapted from Mills, Johnnie Ruth. A Guide for Teaching Systematic Observation to Student Teachers. Journal of Teacher Education, November - December 1980, 31, 5-9.

STUDENT TEACHERS' SELF CHECK LIST

1. You show evidence of confidence in your abilities to assume all duties of the certified teachers by:

___(a) Reacting calmly to "crisis"
___(b) Speaking firmly and clearly
___(c) Making decisions based on evidence and implementing them without vacillation
___(d) Assuming voluntarily all duties usually performed by certified teachers
___(e) Perceiving signs of dissatisfaction and taking initiative to eliminate cause
___(f) Seeking clarification of another's position or point of view
___(g) Presenting your own beliefs objectively and tactfully
___(h) Compromising when the end to be gained is in best interest of students
___(i) Modifying your behavior to be consistent with suggested techniques and procedures

2. You show evidence of pride in the teaching profession by:

___(a) Dressing appropriately and showing evidence of good grooming
___(b) Conducting yourselves in an exemplary manner
___(c) Striving for effective communication skills, i.e., speaking, writing, and listening
___(d) Showing enthusiasm for teaching
___(e) Being accurate, punctual, and dependable

3. You demonstrate competency in planning appropriate teaching/learning experiences by:

___(a) Stating expected outcomes of instruction in specific terms
___(b) Including (over a period of time) objectives designed to develop attitudes, skills and knowledge
___(c) Choosing developmental activities that are most likely to achieve your stated objectives
___(d) Choosing experiences which provide for several types of student activity
___(e) Planning for effective use of available time
___(f) Planning statements of assignments that can be easily understood
___(g) Identifying provisions for individual differences
___(h) Identifying points to be emphasized if a summary statement is to be used
___(i) Identifying and having ready for use all materials and equipment

4. You demonstrate competency in implementing plans that have been developed by:

___(a) Giving clear and concise directions and explanations
___(b) Distributing and collecting materials and assignments with a minimum loss of time and confusion

___(c) Introducing lessons efficiently and effectively
___(d) Supervising skill development and/or study sessions by observing student behavior and correcting mistakes
___(e) Securing the attention of students when you speak
___(f) Changing plans when there is a justifiable reason for doing so
___(g) Involving students in the learning activities
___(h) Giving assignments in both oral and written form
___(i) Previewing future plans
___(j) Using available time for learning activities

5. You demonstrate competency in developing and/or maintaining an effective learning environment by:

___(a) Providing for physical comfort and safety of students
___(b) Creating surroundings that are aesthetically pleasing
___(c) Arranging students in a manner that facilitates the learning situation
___(d) Recognizing and rewarding students' contributions
___(e) Encouraging students' opinions
___(f) Maintaining classroom control at a level which makes maximum student achievement possible
___(g) Adapting to students' learning capacities, experiential backgrounds, and motivation levels

6. You demonstrate competency in evaluating student achievement by:

___(a) Using evaluative procedures which measure the achievement of your established goals
___(b) Using an objective grading system
___(c) Setting standards for administering tests
___(d) Informing students frequently about their progress
___(e) Basing evaluation on variety of performance
___(f) Providing opportunities for student self-evaluation
___(g) Being flexible in your grading techniques for mainstreamed students
___(h) Using school district policy regarding grading procedures

7. You demonstrate positive ways to guide the classroom atmosphere by:

___(a) Knowing the names of your pupils
___(b) Gaining attention before you start the lesson
___(c) Involving pupils whose attention is wavering
___(d) Using a variety of teaching methods and devices
___(e) Providing activities that each pupil can do easily and well

SUGGESTIONS FOR THE STUDENT TEACHERS

1. Become familiar with and involved in all aspects of the school. Read the student and faculty handbooks.

2. Take an opportunity to observe various teachers in the classroom.

3. Discuss discipline, classroom management procedures, housekeeping duties, etc. with your cooperating teachers before assuming responsibility.

4. Establish rapport with the students, maintaining a balance between being friendly and formal.

5. Inform the cooperating teachers, counselors or administrators about existing or developing problem situations.

6. Prepare and provide lesson plans. Review and evaluate these with the cooperating teachers.

7. Expect to be judged on creativity and willingness to go "above and beyond" the minimum requirements. Attempt to innovate, with the cooperating teachers' approval.

8. Understand grading procedures of cooperating teachers and inform them of grades you have given. Remember that teachers are always responsible for the grades, so your grading system must be acceptable to your cooperating teachers.

9. Be available after school for discussion and assistance.

10. Notify your cooperating teachers if you are ill and must miss a day.

11. Be prepared for your own emotional highs and lows during this experience. Research shows student teachers to go from elation in their first week or so of teaching to depression by the fourth week. Things then generally level out for the remainder of the experience. If you experience this, it's normal.

If there are any suggestions you have regarding your experiences, let your cooperating teachers know, but remember their first responsibility is to the students. They live with their situations before you come and when you leave. Make them good experiences for yourselves, for the students, and for the cooperating teachers.